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ABSTRACT

Information is provided for the beginning student or writer. Suggestions are made on general historical research and research methodology in the field of sport history. Bibliographies are provided of books, journals and filmstrips on the subject. (JD)

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GETTING STARTED IN THE HISTORY OF SPORT AND PHYSICAL EDUCATION

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HISTORY OF SPORT AND PHYSICAL EDUCATION ACADEMY

1980

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GETTING STARTED IN SPORT HISTORY: AN INTRODUCTION

William H. Freeman, SUNY- Brockport

This booklet was developed to introduce people with limited historical background to the study of the history of sport and physical education. The idea for this guide grew from the example produced by Scott Kretchmar for the Philosophy Academy in 1978. We considered the idea particularly pertinent to history, which is given minimal exposure in the typical physical education major program.

This booklet is intended as a manual of starting suggestions for the beginner, though it has material of value to the more experienced sport historian. Academicians familiar with sport history will be familiar with the writers represented here. Ron Smith is a specialist in the history of intercollegiate athletics and co-author of Saga of American Sport with John Lucas, his colleague at Penn State. Tom Jable, a product of that school, now at William Paterson College, specializes in the colonial and early national periods of American sport history. Roxanne Albertson is an Oregon graduate, now at North Texas State, with a strong background in the early history of New England physical education. Bruce Bennett, of Ohio State, needs no introduction as a long-time co-author of A World History of Physical Education and the mentor of many active sport historians across the country.

We are most appreciative of the willingness of each of these scholars to put their respective necks on the line with the goal of helping newcomers learn more about how to study sport history. I was pleased to find scholars of such ability willing to help, for not all sport historians are interested in communicating with the non-specialist, though that is what teaching is all about.

In this light, I want to stress that the idea of the "amateur" historian is an old and honorable one, so the specialist should not be too quick to ignore or deride the non-specialist. As Johan Huizinga noted

> There are wise historians among the amateurs of local history and dull gleaners of facts among the renowned professors of the universities...The point of departure for sound historical scholarship must always be the aspiration to know a specific thing well... where no clear question is put, no knowledge will give response. Where the question is vague, the answer will be at least as vague.(1)

The truly critical distinction is depth of interest and seriousness of purpose, not the quality of formal training or the status of the employer.

For the shortcomings of this booklet, I must take personal responsibility. The contributors have responded to topics which I suggested. If areas of interest were omitted, we would like to hear of them. All of us in the History Academy hope this booklet will prove a valuable starting point for you.

(1) Johan Huizinga, Men and Ideas, trans. James S. Holmes and Hans van Marle (New York: Meridian Books, 1959), pp. 21, 26.

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BACKGROUND READING IN HISTORY AND THE HISTORY OF SPORT

Ronald A. Smith, Pennsylvania State University

I am making the assumption that many physical educators who wish to do historical research are generally untrained in historical methods and are lacking general historical background. This shortcoming often leads to a weakness in historical research, for there is a deficiency in the understanding of historical forces which help determine the direction that sport and physical activity take. To understand and explain the sport milieu, it is important to have a grasp of the larger historical picture. It is a major function of the historian to explain change over time. The better

the historical background, the better the explanation of the historical change.

Those who plan to write in physical education or sport history should do continual reading in general history in the time period and subject area in which they are researching. For instance, if you are doing an historical piece on women's interscholastic basketball in Michigan in the 1920s, you would be remiss if you did not attempt to understand both the history of Michigan at this time period as well as the larger picture of the role of women in America in the early 1900s. Similarly, if you are doing a biography of Elmer D. Mitchell, a noted physical educator at the University of Michigan, you would not only want to have knowledge of the history of the University of Michigan, but you would need an understanding of higher education and the place of physical education within educational history. What I am attempting to emphasize is that sport and physical education history is made meaningful by placing it in context with the larger society. This occurs from reading and reflection.

What are some of the sources which would be helpful for a person just beginning to do history? For purposes here, I have divided historical sources into three categories to indicate some of the basic reading for your background. The three are: 1) General history (with an emphasis on social history), 2)Physical education history, and 3) Sport history.

GENERAL HISTORY

1. Arthur M. Schlesinger and Dixon Ryan Fox (eds.), A History of American Life. 13 vols. New York: Macmillan, 1927-1948. Paperback edition, Quadrangle Books, 1971.

   These 13 volumes emphasize social history to a large extent, not just political history. They are somewhat outdated, but still give the reader a solid background for placing sport history. The

13 volumes are as follows:

Vol. I. Herbert I. Priestley, The Coming of the White Man, 1492-1848.
Vol. II. Thomas J. Wertenbaker, The First Americans, 1607-1690.
Vol. III. James Truslow Adams, Provincial Society, 1690-1763.
Vol. IV. Evarts B. Greene, The Revolutionary Generation, 1763-1790.
Vol. V. John A. Krout and Dixon R. Fox, The Completion of Independence, 1790-1830.
Vol. VI. Carl Russell Fish, The Rise of the Common Man, 1830-1850.
Vol. VII. Arthur C. Cole, The Irrepressible Conflict, 1850-1865.
Vol. VIII. Allan Nevins, The Emergence of Modern America, 1865-1878.
Vol. IX. Ida M. Tarbell, The Nationalizing of Business, 1878-1898.
Vol. X. Arthur Meier Schlesinger, The Rise of the City, 1878-1898.
Vol. XI. Harold U. Faulkner, The Quest for Social Justice, 1898-1914.
Vol. XII. Preston W. Slosson, The Great Crusade and After, 1914-1928.
Vol. XIII. Dixon Wecter, The Age of the Great Depression, 1929-1941.

2. Alice Felt Tyler, Freedom's Ferment: Phases of American Social History from the Colonial Period to the Outbreak of the Civil War. New York: Harper & Row, 1962.

Social history emphasizing religion, cults, crusades, education, women, and the slavery movement, might give insight to those doing research in the early period of American sport and physical activity.

3. Daniel J. Boorstin, The Americans. 3 vols. New York: Random House, 1973.
Vol. I. The Americans: The Colonial Experience.

Vol. II. The Americans: The National Experience.
Vol. III. The Americans: The Democratic Experience.

If I were to suggest one author to read, it would be Boorstin, who won a Pulitzer Prize for his writing.

4. One must be aware that there are a multitude of histories for specific areas such as women's history, Afro-American history, social class, immigration, education, religion, or labor history.

PHYSICAL EDUCATION HISTORY

There are more than a dozen volumes on the history of physical education. These should be consulted to see if they touch upon your research area or shed light on that which you are interested in pursuing.

General Histories of Physical Education

1. C.W. Hackensmith, History of Physical Education. New York: Harper & Row, 1966.
2. Fred Eugene Leonard, The History of Physical Education. Philadelphia: Lea & Febiger, 1947.
3. Emmett A. Rice, John L. Hutchinson, and Mabel Lee. A Brief History of Physical Education. New York: Ronald Press, 1969.
4. Betty Spears and Richard A. Swanson, History of Sport and Physical Activity in the United States. Dubuque, IA: Wm. C. Brown, 1978.
5. Deobold B. Van Dalen and Bruce L. Bennett, A World History of Physical Education. Englewood Cliffs, NJ: Prentice-Hall, 1971.
6. Arthur Weston, The Making of American Physical Education. New York: Appleton-Century-Crofts, 1962.
7. Earle F. Zeigler, History of Physical Education and Sport. Englewood Cliffs, NJ: Prentice-Hall, 1979.

Biographical History of Physical Education

1. Ellen W. Gerber, Innovators and Institutions in

Physical Education. Philadelphia: Lea & Febiger, 1971.

Anthologies in Physical Education History

1. Aileene S. Lockhart and Betty Spears, Chronicle of American Physical Education: Selected Readings, 1855-1930. Dubuque, IA: Wm. C. Brown, 1972.
2. Ann Paterson and Edmond C. Hallberg, Background Readings for Physical Education. New York: Holt, Rinehart and Winston, 1965. (Includes history, philosophy, psychology, biological and sociological backgrounds.)
3. Ronald A. Smith, History of Physical Education and Sport: An Anthology from Ancient Times to Modern America. University Park, PA: Penn State University College of Health, Physical Education and Recreation, 1972.

Introductory Physical Education Text with History

1. William H. Freeman, Physical Education in a Changing Society. Boston: Houghton Mifflin, 1977.

There are numerous introductory physical education texts, most of which have a section on history, but Freeman's volume is primarily history.

SPORT HISTORY

In the past decade there has been rapid growth in the number of useful books on the history of sport. Listed below are some of the general histories and more specific works on sport history.

Three Basic Sport History Books

1. John R. Betts, America's Sporting Heritage, 1850-1950. Reading, MA: Addison-Wesley, 1974.
2. Foster Rhea Dulles, A History of Recreation: America Learns to Play, 2d ed. New York: Appleton-Century-Crofts, 1965.

3. John A. Lucas and Ronald A. Smith, Saga of American Sport. Philadelphia: Lea & Febiger, 1978.

Other Sport History Books

1. Associated Press, A Century of Major American Sports. Maplewood, NJ: Hammond, 1975.
2. John Durant and Otto Bettmann, Pictorial History of American Sports. New York: A.S. Barnes, 1952.
3. John A. Krout, Annals of American Sport, Vol. 15 of Pageant of America. New Haven, CT: Yale University Press, 1929.
4. Herbert Manchester, Four Centuries of Sport in America (1490-1890). New York: Derrydale Press, 1931. (Reprinted, Arno, 1968.)
5. Wells Twombly, 200 Years of Sport in America. New York: McGraw-Hill, 1976.
6. Robert B. Weaver, Amusements and Sports in American Life. Chicago: University of Chicago Press, 1939. (Reprinted, Greenwood, 1968.)

Significant Books on More Limited Time Periods or Subjects

1. Dorothy S. Ainsworth, The History of Physical Education in Colleges for Women. New York: A.S. Barnes, 1930.
2. Robert H. Boyle, Sport--Mirror of American Life. Boston: Little, Brown, 1963.
3. Edwin H. Cady, The Big Game: College Sports and American Life. Knoxville: University of Tennessee Press, 1978.
4. Jane Carson, Colonial Virginians at Play. Charlottesville: University of Virginia Press, 1965.
5. Frederick W. Cozens and Florence Stumpf, Sports in American Life. Chicago: University of Chicago Press, 1953. (Reprinted, Arno, 1976.)
6. Stewart Culin, Games of the North American Indians. New York: Dover Press, 1975. (Reprint of 1907 ed.)
7. Ellen W. Gerber and others, The American Woman in Sport. Reading. MA: Addison-Wesley, 1974.
8. Al-Tony Gilmore, Bad Nigger! The National Impact of Jack Johnson. Port Washington, NY: Kennikat Press, 1975.

9. Allen Guttmann, From Ritual to Record: The Nature of Modern Sport. New York: Columbia University Press, 1978.
10. Edwin B. Henderson, The Black Athlete: Emergence and Arrival. New York: Publishers Company, 1968. (Reprinted, Gale, 1974.)
11. Robert W. Henderson, Ball, Bat, and Bishop. New York: Rockport Press, 1947. (Reprinted, Gale, 1974.)
12. Jennie Holliman, American Sports (1785-1835). Durham, NC: Seeman, 1931. (Reprinted, Porcupine Press, 1975.)
13. Neil D. Isaacs, All the Moves: A History of College Basketball. Philadelphia: J.B. Lippincott, 1975.
14. John A. Lucas, Saga of the Modern Olympic Games. New York: A.S. Barnes, 1980.
15. Richard Mandell, The First Modern Olympics. Berkeley: University of California Press, 1976.
16. Richard Mandell, The Nazi Olympics. New York: Macmillan, 1971.
17. Donald J. Mrozek, ed. Sports and Recreation in the West. Manhattan, KS: Sunflower University Press, 1978.
18. Robert Peterson, Only the Ball Was White. Englewood Cliffs, NJ: Prentice-Hall, 1970.
19. Gerald Redmond, The Caledonian Games in Nineteenth-Century America. Rutherford, NJ: Fairleigh Dickinson University Press, 1971.
20. Randy Roberts, Jack Dempsey: The Manassa Mauler. Baton Rouge: Louisiana State University Press, 1979.
21. Harold Seymour, Baseball: The Early Years and Baseball: The Golden Age. New York: Oxford University Press, 1960, 1971.
22. Marshall Smelser, The Life That Ruth Built. New York: Quadrangle, 1975.
23. Dale A. Somers, The Rise of Sports in New Orleans, 1850-1900. Baton Rouge: Louisiana State University Press, 1972.
24. Stephanie L. Twin, Out of the Bleachers: Writings on Women and Sport. Old Westbury, NY: The Feminist Press, 1979.
25. David Q. Voigt, American Baseball: From Gentleman's Sport to the Commissioner System and American Baseball: From the Commissioners to Continental

Expansion. Norman: University of Oklahoma Press, 1966, 1970.
26. Bernice L. Webb, The Basketball Man--James Naismith. Lawrence, KS: University Press, 1973.
27. Alexander M. Weyand, The Saga of American Football. New York: Macmillan, 1955.
28. Earle F. Zeigler, ed. A History of Physical Education & Sport in the United States and Canada. Champaign, IL: Stipes Publishing, 1975.

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THE TYPES OF HISTORICAL RESEARCH FOR STUDYING SPORT

J. Thomas Jable, William Paterson College

History, simply stated, is the passage of time. It is an inquiry into the past in order to learn what happened in former times. It is impossible, however, to recreate the entire past because so much has been lost over time. As the historian gathers evidence to reconstruct the past, he finds but traces of what has happened. He must take these bits and pieces of information (or clues) and assemble them in some logical, organized fashion in order to depict what had occurred at a particular point in time. For gathering information about the past, the historian can use one or more of several research methods. The type of research method employed, of course, depends upon the nature of the topic being studied and the academic background and preparation of the researcher. This presentation examines the varieties of historical research which can be used for investigating a topic on the history of sport.

I. The Varieties of Historical Research

Historical research can be classified into two general categories--descriptive and interpretive. In the former the historian is the narrator depicting what has happened. He describes past events, individuals, or processes for the present-day reader. He would

tell us that Thomas Jefferson in 1776 wrote the Declaration of Independence, or that Jackie Robinson in 1947 opened the gates of professional baseball for other blacks. From his narrative we learn what happened, when it occurred, and who was involved. Oftentimes, though, the more important question of why it happened remains unanswered. To determine the "why" of something, the historian must go beyond narration. He must analyze his evidence and then interpret it. While knowing that Jefferson wrote the Declaration of Independence is helpful, it is more important to know the document's purpose. The Declaration signified the rebellious colonies' formal separation from England--a movement which had been fomenting for nearly a generation. In a similar vein, the underlying story of Jackie Robinson is of great significance. Branch Rickey, keenly aware of the black man's athletic talents, envisioned black baseball players contributing to the success of the Brooklyn Dodgers. Prudently, he selected and groomed Robinson for the awesome task of breaking down Major League Baseball's color barrier.

Although interpretive history is preferable, descriptive history is not without value. The narrative is a likely first step, particularly when exploring virgin territory. Once the events and actors have been identified, interpretation generally follows. In the realm of sport it took the descriptive works of John A. Krout, Foster Rhea Dulles, Marvin Eyler, and the encyclopedic narrative of John R. Betts to spawn a new discipline--the history of sport.(1) These seminal narratives have laid the groundwork for such contemporary sport historians as John Lucas, Ronald Smith, Steven Reiss, and Alan Metcalfe to interpret the meaning of sport through the course of time.(2)

Traditionally, the narrative has been the primary mode of depicting the great leaders who have emerged from all walks of life throughout history. If "the history of the world is but the biography of great men," as the noted British historian Thomas Carlyle one indicated, then biographical studies provide significant segments of information for piecing together the

puzzle of mankind. Biographies, for the most part, are descriptive, though they can be interpretive. But even the descriptive works tell us a great deal about an individual and his/her times.

A relatively modern development that emphasizes the interpretive aspect of history is psychohistory. This hybrid of psychology and history attempts to analyze the behavior of any given historical figure by combining psychological principles and research techniques with the historical method. Psychohistorians have attempted to explain the behavior patterns of such notables as Hitler, Napolean, and Alexander the Great.

Just as psychohistory has come into prominence in recent years, modern technological developments--namely, the computer and the cassette tape recorder--have triggered other modes of collecting historical data. These modern devices, no doubt, have contributed immensely to historical research. The computer enables the historian to collect and analyze vast quantities of information from census schedules, voter registration lists, church records, court documents, and many other sources. Theoretically, quantification reduces the probability or error due to the statistical procedures used in analyzing the data collected. Nevertheless, the quantitative method is no panacea. The historian must apply the same rules of prudence and accuracy to computer-based data as he does to any data gathered by hand. Quantitative data is not automatically interpretive; it is purely descriptive, too, until the historian, following the principles of sound logic and judgement, explains the meaning of what he has uncovered.

While the computer has been the catalyst for quantitative history, the cassette tape recorder has generated a surge in oral history. The spoken word, then, has become a valuable and permanent record of information for the historian. But here, too, the researcher must exercise caution in evaluating his information. As time passes, one's perception of what has happened in years gone by becomes clouded. Testimony must be analyzed carefully and corroborated with other sources of

information to verify its accuracy. In addition, the oral historian must ask provocative questions in well-planned and organized interviews. Oral history, similarly to quantitative history, can be descriptive or interpretive, depending on the nature of the questions asked and the responses received.

II. Practical Suggestions for the Beginner

If you have an interest in sport and in history, some perseverence, and common sense, you can conduct research in sport history. The traditional method of sifting through personal memorabilia, such as diaries, correspondence, personal papers; newspapers; public documents; books; and journals can reveal new and valuable information on the saga of sport. Newly discovered information often plugs some of the many gaps in the history of sport, adds a new dimension to an earlier interpretation, or even leads to a new interpretation. Searching through historical documents for answers can be tedious, requiring much dedication and hard work. Once the answers are found, however, the researcher feels relieved and elated--a natural response to accomplishment.

If you prefer listening and conversation to the traditional dig and winnow method, oral history may be an attractive alternative. One of its advantages is that it gives the researcher opportunities to meet many different and unusual people. This mode of research not only records first-hand information, but it also preserves more clearly those personalities who were interviewed.

If you have a working knowledge of the social sciences and statistics, then you might embark on a quantitative project. Studies using quantified data are usually cross-disciplinary in nature, involving such fields as sociology, economics, geography, and political science in conjunction with history. The Philadelphia Social History Project is an excellent model of an interdisciplinary, quantitative research project.(3)

Perhaps some background in psychology and an interest in history will lead you to conduct a psychohistorical investigation. The possibilities for analyzing the behavior of sport heroes and heroines are enormous. Some likely candidates for this type of research are Babe Ruth, Jim Thorpe, Red Grange, Gertrude Ederle, Babe Didrikson, Jack Johnson, Bill Tilden, and Jackie Robinson.

Sport history is fertile territory to research. There are countless topics to investigate, and there are several different ways to research any given topic. For the beginner, however, we strongly recommend conducting research by the traditional historical method. Once you have acquired some experience conducting this type of research, you can explore using some of the more complex methods. The traditional method forms the basis of the oral, quantitative, and psychohistorical modes of research. Without it, those more sophisticated methods are not possible. These various types of historical research are useful because they help us in our quest to discover and interpret the past. You can help, too! All it takes is an idea and some energy! Let us begin!

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(1) See John Allen Krout, Annals of American Sport, vol. 15, The Pageant of America, ed. by Ralph Henry Gabriel, 16 vols. (New Haven, CT: Yale University Press, 1929); Foster Rhea Dulles, A History of Recreation: America Learns to Play, 2d ed. (New York: Appleton-Century-Crofts, 1965); John R. Betts, "Organized Sport in Industrial America" (Ph.D. dissertation, Columbia University, 1951) and America's Sporting Heritage, 1850-1950 (Reading, MA: Addison-Wesley, 1974); Marvin Eyler, "The Origins of Some Modern Sports" (Ph.D. dissertation, University of Illinois, 1956).

(2) See John A. Lucas and Ronald A. Smith, Saga of American Sport (Philadelphia: Lea & Febiger, 1978); Steven A. Reiss, "The Baseball Magnate and Urban Politics in the Progressive Era, 1895-1920," Journal of

Sport History, 1 (May 1974), 41-62; Alan Metcalfe, "Sport and Athletics: A Case Study of Lacrosse in Canada, 1840-1889," Journal of Sport History, 3 (Spring 1976), 1-19.

(3) See J. Thomas Jable, "The Philadelphia Social History Project: Implications for the Study of Sport," paper presented at the Seventh Annual Convention of the North American Society for Sport History, University of Texas, Austin, June 2, 1979. See also "The Philadelphia Social History Project," Historical Methods Newsletter, 9, Nos. 2 & 3 (March-June 1976).

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J. Thomas Jable, William Paterson College

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Tampke, Susan S., and William H. Cohn, eds. "In-Depth: History and Popular Culture," Journal of Popular Culture, 11 (Summer 1977). A collection of ten articles on methodoiogy of historical research. See particularly William H. Cohn, "Popular Culture and Social History;" Alan R. Harug, "American Historians and the Study of Culture;" Susan S. Tampke, "Oral History and Popular Culture: A Method for the Study of the Experience of Culture."

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WORKING WITH PRIMARY SOURCES

Roxanne Albertson, North Texas State University

Locating, then using, primary source material in historical research is of utmost importance in your scholarly endeavor. Hunting for obscure uncatalogued primary materials is analogous to doing undercover detective work. Historians are really sleuths attempting to uncover obscure clues needed to unravel a mystery or tie together pieces of evidence in an investigation. Often the fun of historical research is in tracking down those elusive clues. Finding a picture showing someone performing a physical activity, or interviewing an individual who participated in a certain event, or locating a letter describing a controversy in which the correspondent was involved makes all your efforts seem worthwhile.

What are primary sources,and where are they located, are two questions frequently asked by beginning sleuths (and old-timers as well). Primary sources

are original documents, artifacts, or statements recorded by an individual who was involved in an event or discussion. Official records of organizations, oral and visual reportings of eyewitness accounts, artifacts and visual records, personal records and materials, and first-person published or printed materials are examples of possible primary references. The determination of the primary/secondary status of a document depends upon its use by the researcher. A speech is a primary reference concerning the presenter and his/her ideas, but a secondary reference when its material is synthesized from other sources. Few sources are exclusively primary materials, but a combination of many types of source information.

Where does a beginning detective search for original references? Bibliographies of dissertations, papers, journals, and other background readings provide a plethora of possible locations. Check where each reference was obtained. If the material was from a private collection, both the collection and the holding library will be cited. The librarian will assist you in locating where periodicals, books, magazines, and documents can be found. Each library contains numerous bibliographical aids that provide information concerning materials at libraries and research institutions around the world. Examples of a few bibliographic aids are listed at the conclusion of this article. Other possible information sources are halls of fame for individual sports and heroes, organization headquarters, and institutional archives. Each of these establishments will supply numerous primary references, plus provide possible additional source locations.

After tracking down the list of possible sources, delve through your various references. Those located in your library are easily found. For those outside

your immediate vicinity, contact the holdings library. Ask if the materials are available, if they can be duplicated, and the cost involved in sending pertinent materials to your library. Though traveling to a holdings institution for first-hand research is usually the most rewarding, often this is impractical. Reference librarians at these institutions will locate your requested materials, plus perform parallel searches if you provide specific information concerning your investigation. But, remember, librarians will assist you, not do your research for you.

After obvious sources have been reviewed, research becomes more devious. A person's first name may be missing, a specific date of an artifact may be questionable, or there may be conflicting accounts of an event. Turn to genealogical records, catalogues, phone books, newspapers, and dating experts to fill in the missing information. To become a top-notch sleuth, your imagination must be used to its fullest extent to locate the missing clues. Turn every possible stone, but don't become so obsessed with specific details that the entire project becomes bogged down. Some researchers become so enamored with searching for the bits and pieces that they never get to the writing stage of the project. Set a time or effort limit, and adhere to it.

After reviewing your sources, record where each reference was found. You may need to return to the source at a later date, so record the library holding the material. Record each source that did not provide pertinent data, so searches will not be duplicated later. It is as valuable to determine where data is not recorded as to determine where it is located.

Sort out your clues, facts, and accessory information using internal and external criticism. Verify the purpose, authenticity, and value of each reference.

Shuffle the clues until they fit together in an organized pattern. In the process you may have acquired numerous supplementary tidbits that are not needed with your problem at hand. Record and file them so that when you go sleuthing again you will have a head start on your next detective investigation.

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8. Poulton, H. The Historian's Handbook. 1972.

9. United States Catalogue, Books in Print. 1900-

(Ed.--The reader might be interested in The Historian as Detective, by Robin Winks.)

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PRESENTING AND PUBLISHING SPORT HISTORY

Ronald A. Smith, Pennsylvania State University

Someone once stated that there are four basic human needs: food, clothing, shelter--and seeing oneself in print. While it is valuable for anyone in academia to give presentations, it is far more lasting to have your material printed in some journal. Individuals doing sport and physical education history have literally hundreds of publications available for their efforts. There are fewer opportunities for presenting papers.

Let me mention several areas for presenting papers, and then in more depth discuss publishing possibilities. As most of you likely know, the AAHPERD annual convention always has a research section at which historical papers are presented. The time given for individual presentations is severely restricted--usually 15 minutes--but most people desiring to present material may do so. The History Academy of NASPE also has special programs on history which come either in the pre-convention meetings or during the regular convention. Individuals at the History Academy meetings are generally invited, so it does not give everyone an equal opportunity to present. Besides the national convention there are regional and state HPER organizations which hold conventions at which research papers are sometimes given. For instance, my regional organization is the Eastern District of the AAHPERD and the state group is the Pennsylvania AHPER. It is common to have short research papers delivered at various times during these conventions. If you have a desire to give a paper, you should inquire of the program chairperson of the convention.

There are other non-AAHPERD groups which hold conventions and provide you opportunities to present sport history papers. One of the best known for its sport history is the North American Society for Sport History, NASSH. Each year this society hears about 50 presentations. Last year NASSH held its convention at the University of Texas at Austin. This year it will be in Banff, Alberta, Canada. Next year it will be hosted

by McMaster University in Hamilton, Ontario, not far from Detroit, and closer still to Niagara Falls. Presentation at NASSH means automatic publication of the abstract of the paper in the annual Proceedings of the society. In addition to NASSH, there are other conventions and symposia at which historical papers are given. Every two or three years the Canadians host a symposium on the history of sport and physical education. I believe that four of these symposia have been held in the past decade. The National Association for Physical Education in Higher Education (NAPEHE) has a variety of research presentations including historical papers at its annual convention. Each year for the past four years, the University of Tennessee at Knoxville has hosted an R. Tait McKenzie Symposium which provides for papers on humanistic aspects of sport and physical education. The symposium is dedicated to one of the great physical educators of the twentieth century, R. Tait McKenzie, who was also a medical doctor and an outstanding sculptor of sport. Another organization which provides an outlet for historical research is The Association for the Anthropological Study of Play (TAASP), which is today concluding its annual meeting at the University of Michigan in Ann Arbor. Historical papers dealing with aspects of play are often read at these meetings. People who have done research in Olympic history have the opportunity to present papers at several symposia. This past February the National Association for Physical Education in Higher Education (NAPEHE) and the National Association for Sport and Physical Education (NASPE) of the AAHPERD jointly sponsored an Olympic Symposium at Skidmore College. Historical, as well as philosophical, sociological, and psychological, papers were given. This summer the third annual American Olympic Academy will hold its meeting at Indiana University. More papers will be delivered.

Non-sport and physical education organizations sponsor conventions at which sport history is presented from time to time. On a national basis, two of the best known societies, the American Historical Association and the Organization of American Historians,

provide the opportunity for quality sport history papers. Several physical educators, including Guy Lewis, Jack Berryman, and Alan Metcalfe, have made presentations at these historical meetings. Scholars who have done sport history research on a local subject or on a limited basis might consider giving a presentation at a city or county historical society meeting. Almost every community has an historical society. Inquire about the possibility. If they seem positive in wanting you to present your findings, which is likely, plan to do so. I might recommend that adding slides and other illustrations to your presentations adds to the interest.

Beyond presentations, most people would like to have their papers published. Almost all of the societies I have mentioned have a publication which might be appropriate for your manuscript. I have gathered together in printed form a list of some of these publications. After this session you may wish to pick up a copy, which includes a number of publications which have in the past contained sport history from time ro time. To make it clear that the possibilities of publishing worthy papers is greater in history than in most subject areas, I would like to note a variety of publications and indicate the kinds of papers which have been previously published in them. The periodicals might be categorized into the following areas: national physical education journals; national sport history journals; state HPER journals; sport journals; national historical journals; regional historical journals; specialized historical journals; state historical journals; and local historical journals.

National Physical Education Journals

Journal of Physical Education and Recreation (JOPER) (Walter Kroll and Guy Lewis, "The First Academic Degree in Physical Education," June 1969)

Research Quarterly (June A. Kennard, "Maryland Colonials at Play: Their Sports and Games," October 1970)

The Physical Educator (J. Edmund Welch, "The Impact of Edward Hitchcock on the History of Physical Education," May 1967)

Quest (Angela Lumpkin, "The Growth of National Women's Tennis, 1904-1940," Winter 1977)

National Sport History Journals

Canadian Journal of History of Sport and Physical Education (Jack W. Berryman, "The Tenuous Attempts of Americans to 'Catch-Up with John Bull:' Speciality Magazines and Sporting Journalism, 1800-1835," May 1979)

Journal of Sport History (Roberta J. Park, "'Embodied Selves:' The Rise and Development of Concern for Physical Education, Active Games and Recreation for American Women, 1776-1865," Summer 1978)

State HPER Journals

North Carolina Journal (Gwen Gregory, "Title IX," October 1974)

Pennsylvania JOHPER (Ronald A. Smith, "Pennsylvania Sports and Diversions: A Bicentennial," Summer 1976)

Tennessee JOHPER (Bruce L. Bennett, "Dr. Dudley Sargent: A Sterling Example of Commitment, Communication, and Cooperation," Spring 1975)

Sport Journals

Olympic Review (John A. Lucas, "Antecedents of the Modern Olympic Amateur Concept," July-August 1976)

Sports Illustrated (Richard D. Mandell, "First American Olympians," 3 August 1970)

National Historical Journals

American Historical Review (Eugen Weber, "Gymnastics and Sports in Fin-de-Siécle France: Opium of the Classes?" February 1971)

Journal of American History (John R. Betts, "The Technological Revolution and the Rise of Sports, 1850-1900," September 1953)

Regional Historical Journals

Journal of Southern History (William R. Hogan, "Amusements in the Republic of Texas," November 1937)

Journal of the West (Mary Lou Remley, "From Side-saddle to Rodeo," July 1978)

New England Quarterly (Betty Spears, "The Philanthropist and the Physical Educator," December 1974)

Specialized Historical Journals

American History Illustrated (Stephen Ambrose, "The Last Championship Bare-Knuckles Fight," July 1967)

American Jewish Historical Quarterly (Moshe Gottlieb, "American Controversy Over the Olympic Games," 1972)

Classical World (Walter Donlan and James Thompson, "The Charge at Marathon Again," April-May 1979)

Journal of Popular Culture (Al-Tony Gilmore, "Jack Johnson, the Man and His Times, Spring 1973)

Journal of Social History (Richard Harmond, "Progress and Flight: An Interpretation of the American Craze of the 1890s," Winter 1971-1972)

Victorian Studies (David Rubinstein, "Cycling in the 1890s," Autumn 1977)

State Historical Journals

Maryland Historian (Lawrence Fielding, "Gay and Happy Still: Holiday Sport in the Army of the Potomac," Spring 1976)

Mississippi Quarterly (Dale A. Somers, "War and Play: The Civil War in New Orleans," Winter 1972-73)

Pennsylvania Magazine of History and Biography (Thomas Jable, "Aspects of Moral Reform in Early Nineteenth-Century Pennsylvania," July 1978)

Rhode Island History (Richard S. Sorrell, "Sports and Franco-Americans in Woonsocket, 1870-1930," Fall 1972)

Local Historical Journals

Bulletin of the Historical and Philosophical Society of Ohio (Cincinnati) (Wilbur Jones, "Some Cincinnati German Societies of a Century Ago," January 1962)

Chicago History (Paul M. Angle, "The Golden Age of Cycling," Summer 1967)

Rochester History (Blake McKelvey, "Rochester Learns to Play: 1850-1900," July 1946)

The examples of periodicals should give you some idea of the plethora of opportunities to publish sport history. Once you have decided what journal would be a logical one to submit your manuscript to, what should you do? I have several suggestions which you might consider:

1. First, make sure that you have typed your manuscript in the style used by that journal. (The University of Chicag "Manual of Style" is most common, but some journals such as Research Quarterly and Quest require a psychological form which is not best suited to historical studies.) If you have a question regarding form, write to the editor of the journal and ask what style is preferred, or go to your library and

read a recent issue of that journal to determine the style.

2. Send your letter, addressed to the editor by name, with a cover letter indicating that you are enclosing a manuscript for consideration. Most journal editors want the original, plus a copy, of the manuscript. (ED-Keep a copy for yourself, ALWAYS!)

3. Do not simultaneously send a manuscript to more than one publisher. To do so is questionable ethics, unless you indicate that you are sending it to another journal.

4. When the journal editor receives your manuscript, he will often send copies to reviewers or a panel of judges who will make recommendations regarding the desirability of publishing it. The editor will then indicate to you if the manuscript is accepted, acceptable if revised, or if it is rejected outright.

5. You should know that generally 50-90 percent of all historical manuscripts are rejected outright, and that you will have to rewrite or try another journal. Most manuscripts that are conditionally accepted require major or minor revision before they are fully accepted.

6. The rejection of manuscripts is done for a variety of reasons. I might suggest some of the most common:

--The journal is not interested in your subject.
--You have done sloppy research.
--Your manuscript is poorly organized.
--You do not have an apparent purpose.
--Your manuscript lacks an interpretation; possibly stringing together 15-20 pages of quotations without showing the significance of the subject.
--You have included unimaginative choices of words.
--Your paper has unsubstantiated statements.
--You have generalized beyond the facts.
--Your manuscript lacks adequate or proper documentation.
--Your writing has awkward sentence structure (poor

syntax).

--You were careless in spelling, grammar, quoting, or footnoting.

--Your research lacked a devotion to truth or accuracy.

--Your manuscript has shown a want of the spirit of inquiry or curiosity.

In short, most journal editors are looking for literate manuscripts using good research on a topic which is suitable to the thrust of the journal.

I will close by saying that your journey to a presentation and publishing of your historical researches can be a positive experience if you have a true love of inquiry. Seeing your work in print is another kind of high. Good luck.

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MY EIGHT-POINT PLATFORM FOR SPORT HISTORIANS

Bruce L. Bennett, Ohio State University

I take sole responsibility for this platform, which fully reflects my personal prejudices and biases. You may treat my platform seriously or else consider it as you would the platform of one of our political candidates in this election year. Here are the eight planks in the Bennett platform for sport historians:

1. Let us finally stamp out once and for all the myth that Abner Doubleday invented baseball. Every time this myth is told, let us respond with a blizzard of letters or calls to the offender. Several years ago we visited Ft. Sumter in South Carolina and I was distressed to read on a large display board printed with raised block letters that the first shots of the Civil War by the Union Army came from the artillery unit under Capt. Abner Doubleday, "famed as the inventor of baseball." I protested to the national park guide, who suggested I write to the park superintendent. This I

did, and at his request followed up with various materials showing that Doubleday was not the inventor of baseball. I am thrilled to report to you today a glorious victory. It took over three years, but I finally received a letter which said: "The exhibit has been rehabilitated and reinstalled. We deleted 'famed as the inventor of baseball.' We still try to debunk the myth when the opportunity arises." This experience shows that the governmental bureaucracy can be moved to change and action.

2. Let us lay the Puritans to rest for a while. Their New England soil has been plowed many times by historians, and it lies exhausted and unproductive. I have never understood why the historians of the colonial period have directed most of their attention to the Puritans and so little to the southern colonists, where sport and games were so common.

3. Let us work to correct the public record on why the ancient Olympic Games were terminated. One writer blamed it on "repeated acts of violence between Greek and Roman athletics."(1) Another reported that the Games were abolished "by mutual consent because the Romans replied to Greek charges of professionalism by wrecking the Athenian sports plant."(2) Both these statements appeared in professional journals, so I applauded a recent newspaper column by Jim Bishop on the Olympic philosophy. He did his homework and correctly wrote that the Games were banned by a Christian emperor because they were a pagan festival.(3) In the current emotional atmosphere over the 1980 Games, many irrational statements and arguments with little or no basis in fact are and will be ventilated. Let us work for truth and reason.

4. Let us continue our study of women's sports, but let us also relate this story to the total picture, which does include men. Yes, women have been neglected or overlooked in the past, and this needs to be corrected, but some women historians are writing as though men did not exist. Let us give women full credit for their contributions, but also keep them in a true per-

spective and in relation to the contributions of men.

5. Let us pursue sport history of blacks with vigor and determination. The history of physical education and sport in a particular college or university has been a popular thesis or dissertation topic for many years, but these have been almost exclusively for white schools. We need similar research for such institutions as Fisk University, Florida A. & M., Grambling, Hampton Institute, Tennessee A. & I., and many others. There is a dearth of biographical studies of black physical educators and leaders. Thank heavens that Leon Coursey has detailed the life of Edwin Bancroft Henderson, but many other blacks are patiently waiting for their biographers to appear.(4) Another fascinating topic is the history of the black high school athletic associations in the South which existed side-by-side with the white associations. Severne Frazier's story of the black high school athletic association in Alabama is a fine beginning.(5) We need more qualified black historians.

6. Let us expand biographical research for all kinds of people. Many fine biographical studies have been done, and our literature is the richer for them. As a biographer, don't feel that you have to maintain a cold, impartial attitude toward your subject. The historian Mommsen once said, "History is neither made nor written without love or hate." If you fall in love with your subject, that's fine; if you hate his guts or lack of guts, that's fine also. The study of people enriches the field of history and often gives us a personal inspiration and a sense of well-being.

7. Let us look at regional history and try to capture some of the variations and differences which characterize the different geographical areas of this country. I have made a modest beginning with two articles on the history of physical education and sport in the South, but I would like to see historians from the South push deeper into this challenging topic.(6) The history of physical education and sport in the Southwest will reveal an intriguing blend of Spanish,

Mexican, and Indian influences that deserves serious study by those who know Spanish. The Western states have shown some distinctive characteristics and differences that need description and explanation. The major part of our historical writing has centered on New England and the Eastern states. This can serve as a basis from which comparisons can be made with other regional areas.

8. Let us investigate the history of physical education and sport in our urban areas. Dale Somers made an impressive start with his book on New Orleans from 1850 to 1900.(7) Tom Nightingale has followed up with a study of Cincinnati during the 19th century.(8) Brynn has made an investigation of sports in Pittsburgh between 1775 and 1860.(9) But many other cities await the sport historian. Some of those that look particularly promising are St. Louis, Chicago, Buffalo, San Francisco, Los Angeles, Charleston (S.C.), Mobile, and Seattle, to name a few.

There it is! Bennett's eight-point platform is now in the public domain without copyright restrictions. Now it is up to you, historians of physical education and sport, to get busy and make the 1980s a golden decade for the writing of the history of physical education and sport.

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(2) Dorothy Rahrig, "Race and Race: American Participation in the Olympic Games of 1936 and 1968," The Physical Educator, 27 (May 1970), 59.

(3) Jim Bishop, "Philosophy of Olympics is 2,500 Years Old," Columbus (Ohio) Citizen-Journal, January 23, 1980.

(4) Leon N. Coursey, "The Life of Edwin Bancroft

Henderson and His Professional Contributions to Physical Education" (Unpublished doctoral dissertation, Ohio State University, 1971).

(5) Severne Allen Frazier, "A History and Comparative Analysis of the Alabama High School Athletic Association and the National High School Athletic Association" (Unpublished doctoral dissertation, Ohio State University, 1969).

(6) Bruce L. Bennett, "Sports in the South Up to 1865," Quest, 27 (Winter 1977), 4-18; and "Sports in the South Since 1865," Quest, 31 (No.1, 1979), 123-144.

(7) Dale A. Somers, The Rise of Sports in New Orleans (Baton Rouge: Louisiana State University Press, 1972).

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(9) Soeren Stewart Brynn, "Some Sports in Pittsburgh During the National Period, 1775-1860," Western Pennsylvania Historical Magazine, 51 (October 1968), 345-363; and 52 (January 1969), 57-79.

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SPORT HISTORY RESEARCH: ROOM TO GROW
William H. Freeman, SUNY- Brockport

This booklet was produced by the History Academy to encourage more people to look more deeply into the history of physical education and sport. The purpose of the Academies in NASPE is to provide impetus to the scholars in physical education, to encourage the expansion of the bounds of what we have called our "Body of Knowledge." All of the research areas represented by NASPE Academies have other organizations (not connected with AAHPERD) which are devoted to the same interests. In the History Academy many members

are also allied with NASSH, the North American Society for Sport History. We do not view the Academy and NASSH as competitive, for they really serve two distinct, but overlapping, groups. NASSH is essentially a body of scholars actively engaged in the study of history; the History Academy includes any member of AAHPERD who has an interest in history. The Academy is trying to encourage more people to active research interest with this booklet.

The summer 1979 list of Academy members in history was 912 people long. NASSH has about 300 individuals on its rolls, many of them also members of the History Academy. The Academy encourages members of NASSH to take part in Academy affairs, just as it encourages members of the Academy to become involved in NASSH. People interested in locating others of similar research interests can consult a publication of NASSH, A Directory of Scholars Identifying with the History of Sport, 2d ed. (Compiled by John Findling and Angela Lumpkin, June 1979). It is indexed by research interests and includes 277 scholars, 60% of whom are not in physical education or are not located in North America.

The History Academy functions as a bridge between the researchers and the practitioners in physical education. We want to encourage more and better research, but at the same time we want to improve communication with the non-researchers in the field. In the educational arena, research that is not shared is essentially worthless.

Sport history has room for many more researchers, though the teaching field itself is crowded. We want to encourage researchers to look at the history of sport in the broadest possible terms. An example can be found in the work of economic historian Fernand Braudel. In studying the history of economic affairs, he began at the simplest level:

> I began with daily life, with those aspects of life that control us without our even being aware of them: habit, or, better yet, routine--those

> thousands of acts that flower and reach fruition without anyone's having made a decision, acts of which we are not even fully aware. I think mankind is more than waist-deep in daily routine.(1)

We need to begin at this level with sport studies, seeking to learn how sport developed as a part of life, for it is a common interest in every culture, an almost unremarked part of most people's daily life, at least in the sense of their interests. How did sporting activities fit into and become a part of the ordinary life at any level of society, or any period of history? The difference was discussed elsewhere in this booklet between history that describes and history that explains. Very little sport history even attempts to explain the "why" of the development of sport. As Bennett mentioned, we are still spending much of our research time telling "how" things happened that we already know about. We need to look more at the undescribed and unexplained.

We also need to begin to put sport history back into the culture. Most sport research operates in a vacuum: Events seem to happen purely in and of themselves. We need to begin to put sport into the context of the larger life, looking at how it affects and is affected by the passage of other events both large and small. We need to look at how the development of sport was influenced by individuals and by institutions, by nature and man's unnatural creations. How did geography and climate affect sport's evolution, or local products or living styles? Did characteristics of the land, or relations with neighbors affect activities? Dunning and Sheard suggest that one function of the early versions of folk football in England was to let citizens vent their grievances against each other with physical violence, resulting in many individual fights within the context of the greater game.(2) As these games might be held only once a year, they could help to hold down the violent expression of grievances in a small community during the year, making it easier for people to live together ("Wait 'till next year!").

Many factors affect the development of sporting

patterns, but sport historians have focused primarily upon actual events, rather than broader influences, for the most part. The ground for sport history research is very fertile, and largely unplowed. It has primarily been raked to this point, and then only in very limited locations.

The History Academy hopes this booklet will encourage more people to study the history of sport and physical education. Ideally, we hope to find more of you who will be encouraged to move into research and writing, helping us in our desire to expand the bounds of knowledge.

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(2) Eric Dunning and Kenneth Sheard, Barbarians, Gentlemen and Players (New York: New York University Press, 1979), pp. 28-29.

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FILMSTRIPS FOR THE HISTORY OF SPORT AND PHYSICAL EDUCATIO
Bruce L. Bennett

1. "History of Physical Education and Sports Filmstrips"
   Obtain from: Historical Filmstrips
   Box 1164
   Muncie, IN 47305
   This is a series of six filmstrips with cassette tapes which cover the following periods:
   1. Ancient and Classical Periods
   2. The Medieval Period
   3. The Early Modern Period
   4. Early American Period
   5. Later American Period
   6. Twentieth Century

2. "Colonial Sports and Games in Williamsburg"

Obtain from: AV Distribution Section
Colonial Williamsburg Foundation
Box C
Williamsburg, VA 23185

3. "The Story of American Sport"
Obtain from: United States Publishers Assoc., Inc.
46 Lafayette Avenue
New York, NY 10801
This is from the "Pageant of America" series originally sponsored by Yale University. This filmstrip is based on John Allen Krout's book Annals of American Sport.

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